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ABSTRACT

Prepared as background information for a future long-range comprehensive plan, this status study was done to determine the scope and nature of the current educational program and facilities in the four schools operated by the Ganado Public School District. To accomplish the project, the staff of consultants followed a 5-part procedure: (1) examined faculty and administrative prepared North Central Association documents (1978): (2) examined North Central Association review team's re-evaluation report (1978): (3) observed district school plants: (4) interviewed and questioned selected school personnel: and (5) researched documents from interviewed personnel. Observers concentrated on gaining overall impressions of the settings in which teaching and learning take place in the four schools. The combination of high rates of personnel turnover, inadequate facilities, and widely scattered facilities was determined to be contributing significantly to communication difficulties, thereby impacting the satisfactory operation of the instructional program. In order to improve the inadequate programs and facilities, it was concluded that the long-range master plan be completed and implemented as soon as it was financially feasible. (JD)

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EDUCATIONAL PROGRAM STATUS REPORT

GANADO PUBLIC SCHOOLS

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GANADO PUBLIC SCHOOLS

"EDUCATIONAL PROGRAM STATUS REPORT"

by

Richard F. Tonigan

RICHARD F. TONIGAN & ASSOCIATES, LTD.

OCTOBER 1979

GANADO PUBLIC SCHOOLS
Ganado, Arizona 86505

ADMINISTRATORS:

Superintendent: Dr. Thelma Wenger
Administrative Assistant: Albert A. Yassie
Business Manager: Rhoma Lubbers

BOARD OF EDUCATION MEMBERS:

Chairman, Milton Bluehouse
Clerk, Lafel S. Vann
Harold Nobel
Ambrose Shepherd
Johnson Yazzie, Sr.

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7209 Vista del Arroyo, N.E.
Albuquerque, New Mexico 87109
Telephone: (505) 884-8307

OCTOBER 1979

ADMINISTRATORS/COUNSELORS

Primary School (Grades K-3)

Principal: Andrew Pete, Sr.

Counselor: Monte Langley

Intermediate School (Grades 4-6)

Principal: Paul R. Pullin

Counselor: Monte Langley

Junior High School (Grades 7-8)

Principal: Ethyl Mullins

Counselor: Larry Wallen

Senior High School (Grades 9-12)

Principal: Peter M. Belletto

Counselor: Richard Varrati

Athletic Director: Barney McIlvoy

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EDUCATIONAL PROGRAM STATUS REPORT

Introduction

The Ganado Elementary District Teaching High School, District 19, referred to as the Ganado Public Schools throughout this report, entered into a contract with Richard F. Tonigan and Associates, Ltd., Educational Consultant, on September 5, 1979, for the expressed purpose of having a status study conducted concerning the ongoing educational program in the four schools operated by the District. The work was to consist of:

> "Richard F. Tonigan and Associates, Ltd. will develop a detailed analysis of the K-12 educational program currently being conducted in the Ganado Elementary District Teaching High School and project programmatic factors which ought to be considered in short and long term growth and development master plans. These analyses and projections will include the components of the educational program including curriculum, instruction, teaching and learning methodologies, guidance and counseling, athletics, physical education and student activities."

It is important for the School Board and the Administration to remember that this is a status study, that is--the scope and nature of the existing educational program was analyzed. Further, it is important for the School Board to recall the first discussion which it conducted with Dr. Richard F. Tonigan concerning the Board's desire to have a long-range, comprehensive facilities plan for the Ganado Public School System. During this discussion (held in the School Board Room at a public meeting on the evening of 8/28/79), Dr. Tonigan estimated that it would cost between $20,000 and $40,000 to develop such a plan, but that the initial preparatory work could be started soon for a small percentage of this amount if the District was not financially able to proceed at the present time with the total project. Dr. Tonigan suggested that among the preparatory projects which the Board could wisely undertake were: 1) a status study of facilities, and 2) a status study of the educational program. These two studies could be completed in the fall of 1979, and then be used later to shorten the time it would take to develop the long-range comprehensive plan. Dr. Tonigan stressed that the development of the badly needed long-range comprehensive plan would consist of:

1) Determining the current status of the facilities.

2) Determining the status of the current K-12 educational program.

3) Confirming the educational needs of Ganado students.

4) Projecting the educational program into the near and long-range future.

5) Projecting facilities (function, number, size, spatial relationships, etc.) which would be needed to house the projected program.

6) Analyzing where and how to place the needed facilities.

The School Board elected to proceed immediately with the two status studies and contracted with Richard F. Tonigan & Associates, Ltd. to have them accomplished. The two studies were conducted simultaneously and the two reports are being presented to the School Board at this time.

The Educational Consultant is prepared to use the two reports, which he has prepared, to proceed with the completion of the long-range master plan as soon as the Board authorizes him to do so. If it is at all possible, this work should proceed in the very near future and certainly before the information contained in the two status study reports becomes outdated.

Credits

Numerous members of the Administration, Faculty and Support Staffs of the Ganado Public Schools assisted and cooperated with Richard F. Tonigan & Associates, Ltd. during the completion of these status studies. The Superintendent of Schools, Dr. Thelma Wenger, the Business Manager, Rhoma Lubbers, the Administrative Assistant, Albert A. Yazzie, and the Principals, Andrew Pete, Sr., Paul R. Pullin, Ethyl Mullins and Peter Belletto were especially helpful; they all willingly gave of their time and resources. Numerous office personnel of the school district were also very helpful.

Richard F. Tonigan & Associates, Ltd. expresses the firm's most sincere appreciation for the help and cooperation which it received. It not only made the work easier to accomplish, but also made it possible for the work to be performed more accurately and thoroughly for the ultimate benefit of the Ganado Public Schools and its students.

Work Flow

To accomplish this project the consultant's staff followed a five-part procedure: 1) the faculty and administration prepared North Central Accrediting Association documents (1978) were examined;

2) the North Central review team's Reevaluation Report (1978) was examined; 3) observations visits were conducted in the District's school plants (September, 1979); 4) structured interviews with open-ended questions were conducted with selected school personnel (September, 1979); and, 5) documents (reports, schedules, etc.), secured from interviewed personnel, were researched (October, 1979).

Figure 1 explains the major steps which have been undertaken in completing these two pre-master planning studies.

Knowing, prior to submitting a quotation for performing this educational program status survey, that a North Central Accreditation study had been completed in 1978, the consultant relied extensively on the North Central study for faculty and staff input--rather than bother these people during the beginning of the 1979 fall semester to secure what would amount to restatements of the North Central data.

Since the educational program status report was prepared as background information for master planners to use at a later date, the vocabulary content and format of the report have been prepared primarily for the consumption of the educational, architectural and engineering planners, who will be commissioned to complete the facilities master plan.

Included among the consultant's personnel who prepared the material included in this report were:

David Wilman, Primary Education
Keith Auger, Intermediate Education
Richard S. Rounds, Secondary Education
Patrick Trokan, Athletics, Physical Education, Health Education, and Recreation
George Harrison, Educational Administration
Richard F. Tonigan, Educational Administration
Joyce S. Rhodes, Graphic Designer
Gene Hunt, Architectural Assessment (Dean & Hunt, Architects, Albuquerque)

Much of the material which was gathered has been digested and is reported in summary form in an effort to be as helpful as possible to the planners who will carry on with the master planning work. Observations were made by the consultant's staff to gain a representative overview of all of the educational activities contained in the total educational program. Observers concentrated on gaining overall impressions of the settings in which teaching and learning takes place in the four Ganado schools. The observers did not attempt to conduct another evaluation of the school system; even if at times their comments may sound to be evaluative, the basic intent was to develop "current status" information.

FIGURE 1

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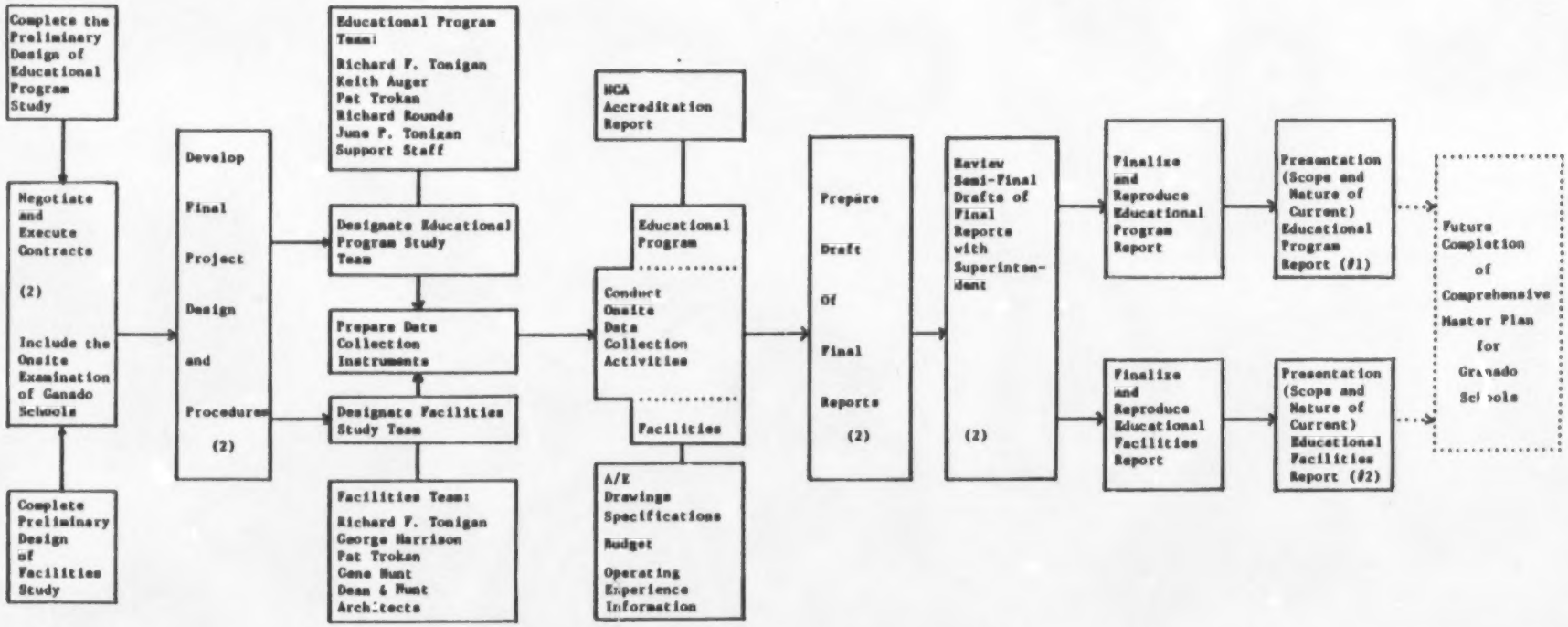
GANADO SCHOOLS PRE-MASTER PLANNING STUDIES-WORK FLOW

(Richard F. Tonigan & Associates, Ltd. - 9/4/79)


Complete the Preliminary Design of Educational Program Study
Negotiate and Execute Contracts (2) Include the Onsite Examination of Ganado Schools
Complete Preliminary Design of Facilities Study
Develop Final Project Design and Procedures (2)
Educational Program Team: Richard F. Tonigan Keith Auger Pat Trokan Richard Rounds June P. Tonigan Support Staff
Designate Educational Program Study Team
Prepare Data Collection Instruments
Designate Facilities Study Team
Facilities Team: Richard F. Tonigan George Harrison Pat Trokan Gene Hunt Dean & Hunt Architects
HCA Accreditation Report
Educational Program
Conduct Onsite Data Collection Activities
Facilities
A/E Drawings Specifications Budget Operating Experience Information
Prepare Draft Of Final Reports (2)
Review Semi-Final Drafts of Final Reports with Superintendent (2)
Finalize and Reproduce Educational Program Report
Finalize and Reproduce Educational Facilities Report
Presentation (Scope and Nature of Current) Educational Program Report (#1)
Presentation (Scope and Nature of Current) Educational Facilities Report (#2)
Future Completion of Comprehensive Master Plan for Ganado Schools

THE GANADO SCHOOL SYSTEM

The District

The map which follows outlines the Ganado School District and plots its location in relationship to its being within the Navajo Reservation, being close to the Hopi Reservation, and being only one of the many school districts located on the Navajo Reservation (see Figure 2).

The map also reveals a rather unique situation--a second public school district, Navajo Station, operates within the Ganado Public School District. Navajo Station is a public school district which was apparently created around a natural gas pumping station (with its related housing and families). It is expected that the Navajo Station School District will be consolidated into the Ganado Public District soon--as the result of a recent county-wide referendum.

Likewise, the map reveals that the Ganado Public School District abuts the boundary of the Navajo-Hopi Joint Use Area. Although most students attending the Ganado Schools are Navajos, some Hopi children are transported to Ganado from the Toyei Area.

The two most populated areas in the Ganado School District are the Steamboat community and the Ganado community. The other five communities in the school district are Toyei, Corn Fields, Sun Rise Springs, Navajo Station and Klagetoh. Most of the people living in rural areas live close enough to improved roads to enable their children to be bused to school--with some exceptions occurring during bad weather.

Geographically, the Ganado Public School District is located in the slightly south and central portion of the Navajo Reservation; it is in the central portion of Apache County and in the northeast part of Arizona. The school district is composed of about 950 square miles and is headquartered in Ganado, a community with about 600 residents.

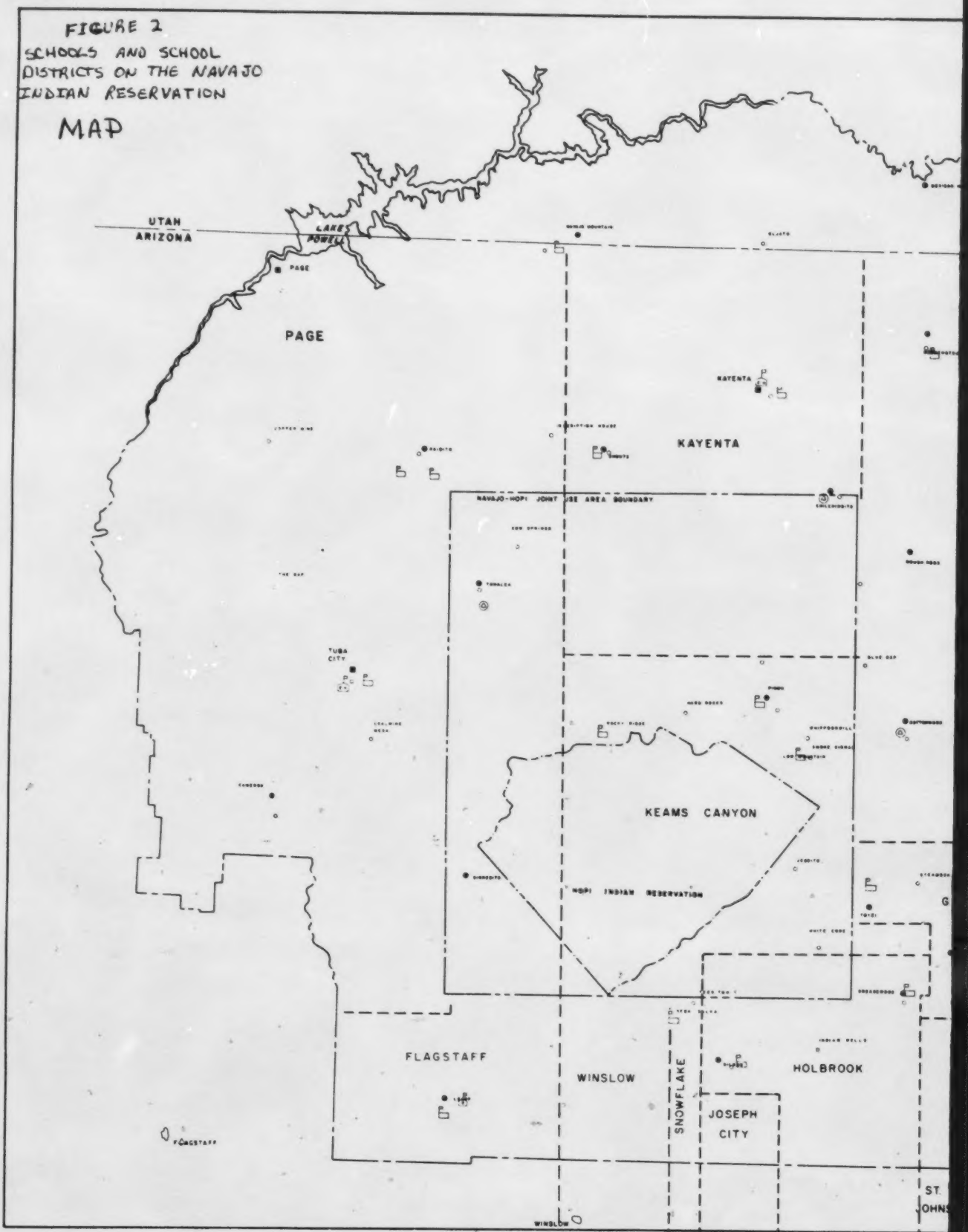
Five Navajo Chapters: Kinlichee, Klagetoh, Cornfields, Steamboat, and Ganado are within the jurisdiction of Ganado Public Schools District. About 90% of the students come from these more populated areas of the school district.

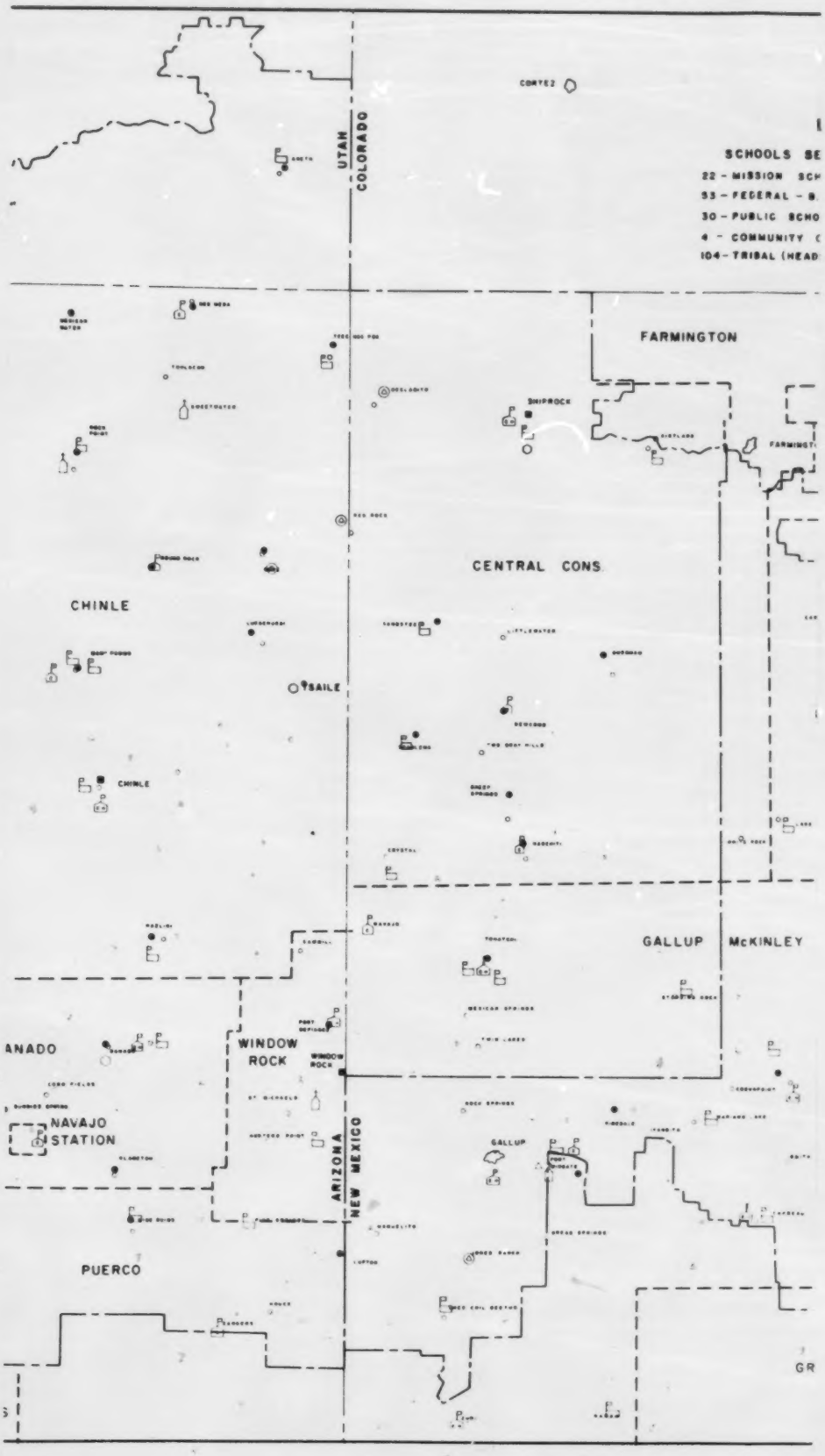
Ganado is served by State Highway 63 located 40 miles to the north of Interstate I-40. It is also located on State Route 264 and is about 30 miles west of the Capital of the Navajo Nation, Window Rock, Arizona. Phoenix, Arizona is 292 miles to the southwest.

FIGURE 2

SCHOOLS AND SCHOOL DISTRICTS ON THE NAVAJO INDIAN RESERVATION

MAP




SCHOOLS SE
22 - MISSION SCH
33 - FEDERAL - B
30 - PUBLIC SCHO
4 - COMMUNITY C
104 - TRIBAL (HEAD
UTAH
COLORADO
FARMINGTON
SHIPROCK
CENTRAL CONS
CHINLE
TSAILE
GALLUP McKINLEY
ANADO
WINDOW ROCK
NAVAJO STATION
ARIZONA
NEW MEXICO
GALLUP
PUERCO

6 A

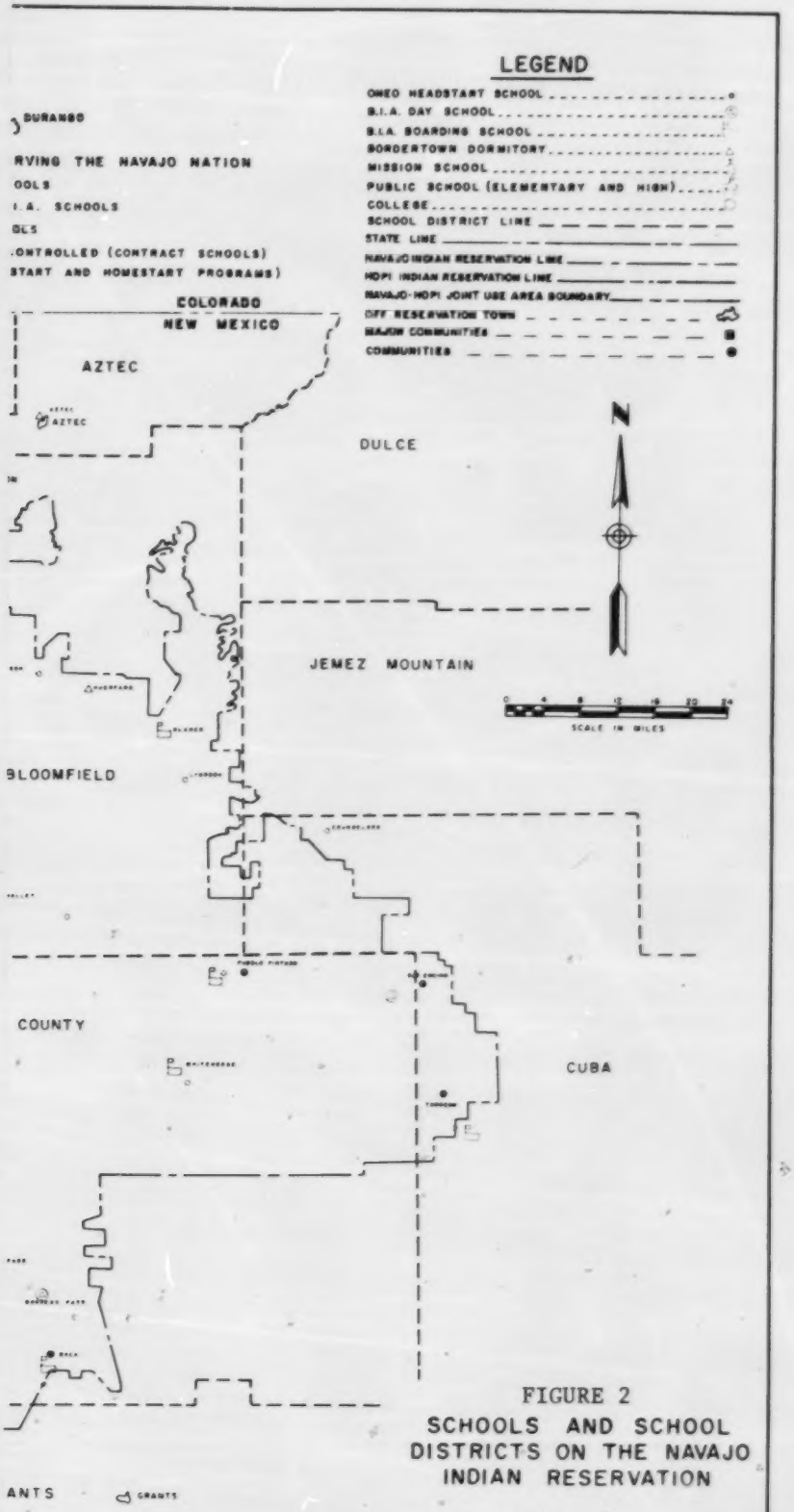


FIGURE 2
SCHOOLS AND SCHOOL DISTRICTS ON THE NAVAJO INDIAN RESERVATION

MAP

6 B

The area is characterized by undulating plains broken by occasional drainage ways and escarpments. Where washes have eroded into resistant zones, canyons have near vertical walls. Elevation at the school site is 6,350 MSL.

All of the facilities owned and operated by the Ganado Public Schools are located on one site in Ganado, Arizona. This would be unusual in heavily populated sections of the country, but it is not atypical for all facilities to be consolidated on only one site in rural, remote, lower populated areas, such as in the several public school districts located within the outer boundaries of the Navajo Reservation.

The Ganado Public School site is privately held land; this is quite unusual for the Big Navajo where most of the land is administered by the Navajo Tribe (albeit there are century-long disputes about whether or not such privately held land was legally sold originally, and hence whether it is now legally separated from the rest of the reservation land entrusted to the Navajo Tribe).

As a public school district operating in the middle of an Indian Reservation, the Ganado Community does not benefit from most of the programs of the Bureau of Indian Affairs, the federal agency originally assigned by Congress to educate our country's Native Americans, and it functions in a tax district which is largely exempt from paying any school operating or capital outlay taxes. In addition, being an Arizona public school district, the Ganado Public School District is faced with operating in a state which has done little to equalize the distribution of tax revenue to public school districts. Ganado suffers financially--and hence, educationally--as a result of the fiscal and educational policies of the State of Arizona.

The Schools

The Ganado Public School District operates four schools on this Ganado campus. They are the:

1) Elementary School (Grades K-3)
2) Intermediate School (Grades 4-6)
3) Junior High School (Grades 7-8)
4) Senior High School (Grades 9-12)

There are no student boarding facilities; some students walk to the school, but most are brought to the school by private vehicles or school buses. Very few students drive cars to school--contrary to what one might observe in larger and more affluent off-reservation communities (where 30-60% of senior high school students often drive private vehicles to school).

On a typical school day, the buses start to arrive at the campus about 8:30 to 8:45 a.m., and start to board again in the afternoon at 3:00 p.m. for departure at 3:30 p.m. Students attending all grades (K-12) ride the same buses, i.e., younger and older children ride together. Since older children are required by the State of Arizona to attend school a little longer each day than the younger children, the bus drivers unload older children first in the morning and load them last in the afternoon.

During lunch periods, classes are discontinued in all four schools, but rooms may continue to be used informally by students not eating in the cafeterias. In the Intermediate School all children soon will be eating their lunches in their classrooms--on an experimental basis. The school's food service facility has not yet been constructed; thus, hot food will be trucked in from the Elementary School cafeteria. The Junior and Senior High School students share the food service facilities located in the Senior High School.

The lunch time schedule is as follows:

1)	Elementary School	11:30 a.m. to 1:00 p.m.
2)	Intermediate School	11:30 a.m. to 1:00 p.m.
3)	Junior High School	12:17 p.m. to 12:45 p.m.
4)	Senior High School	12:45 p.m. to 1:30 p.m.

The fall 1979 enrollment (10/12/79) of the four schools was:

K - 88
1 - 136
2 - 133
3 - 121
Elementary
Total = 478

4 - 108
5 - 120
6 - 114
Intermediate
Total = 342

7 - 120
8 - 142
Junior High
Total = 262

9 - 165
10 - 158
11 - 116
12 - 122
Senior High
Total = 561

Grand
Total = 1653

When master planning activities are undertaken, enrollment projections will need to be developed to determine what implication enrollments might have for education programs, facilities and other related educational matters.

School System Finances

The 1979-80 annual operating budget of the Ganado Public Schools, referred to as the "Operating and Maintenance Budget" by the State of Arizona, was approved in the amount of $4,186,551. The major revenue and expenditure categorical amounts are:

Maintenance & Operation		
Administration	$ 224,210.00	
Instruction	2,096,509.00	
Operation	897,537.00	
		$ 3,218,256.00
Special Education		
Administration	$ 25,639.00	
Instruction	155,104.00	
		$ 180,743.00
Special Projects - Federal	($1,273,000.00)	
Pupil Transportation		359,206.00
Capital Projects and Debt Services		428,346.00
	Total	$ 4,186,551.00

This operating budget reflects an increase in the number of employees from 301.5 to 306.25 and an increase in the amount of the budget of a little less than $30,000. The certified staff, including administrators, numbers about 125.

Only a small portion of the district's capital outlay needs can be constructed with locally raised tax revenue--the tax base is far too low. The State of Arizona, unlike its neighbors, New Mexico and California, does not make capital outlay grants available to public school districts. The Ganado Public School System must rely almost exclusively on federal funding for its capital outlay, improvement and expansion funds--and in recent years these funds have been very scarce for public school districts. Capital outlay must include providing housing for faculty and administration.

This problem supports the School Board's belief that it needs to have a master facilities plan. Only by having such a plan can the district spend its little resources in the most prudent manner, and with a well-prepared master plan the School Board can best try to be successful in securing federal funds.

Educational Facilities

Since the School District's educational facilities are described in another report, "Facilities' Status Report" (October, 1979), they are not described in this report.

EDUCATIONAL PHILOSOPHY OF THE GANADO
PUBLIC SCHOOLS BOARD OF TRUSTEES

The following represents the general policy of the School Board:

"We believe that innovation and change in education--both content and methods--are necessary for meeting the needs of our youth as they face life in a multi-cultural world. We also believe that education is best achieved when students become involved in experiences meaningful to their lives in today's world.

"We acknowledge the fact that each student has needs and purposes which are theirs alone, that these needs and purposes relate to their living experiences, and that this contemporary relationship can be demonstrated through our help.

"We gladly accept the opportunity within the bounds of this school system, to help all students experience the power, richness, and beauty of this world. We desire to help all students develop an understanding of, and respect for, the integrity, opinions, and ambitions of others as they come in contact with their own.

"We further encourage the mastery of learning skills and subject matter, and the development of favorable attitudes, proper conduct, and ideals. The development of each student's goals and capacities to help in the achievement of a stable identity of self-respect is an important phase of education and is a part of the schools' responsibility.

"We believe that pupils should have experiences that will help them live happily and more abundantly in whatever group or society they may find themselves."

Source: "Teacher Handbook, School Year 1979-80";
Ganado Public Schools, District 19, Ganado, AZ 86505.

THE ELEMENTARY SCHOOL (Grades K-3)

Setting Description

The Ganado Elementary School is housed in an older (built in 1953 and added to in 1958), well-maintained physical plant. The instructional portion of the plant contains 21 self-contained classrooms, a multipurpose room with kitchen, a three-room principal's office suite, a library, an art room and a music room; these facilities are all located in the permanent part of the Elementary School. In addition, in temporary structures, there are six portable classrooms (plus toilets and storage). The buildings are clean, reasonably lighted and heavily utilized. They house some 478 pupils and about 27 certified staff including administrators, faculty and others.

School Program

The school offers more than a basic curriculum in that it has specialist teachers for music, art, library and physical education. In addition, the school has a person who works as both a social worker and parent advisor. In the future, whenever the school is remodeled, efforts should be made to redevelop the facility so that it will better support faculty cooperation and communication.

The school is scheduled on the basis of seven 40-minute periods per day (with some variations, thereto). Recommendations have been made by this consultant that multiple classes of shorter duration be instituted to create a more flexible, child-centered program. To the degree that this suggestion is to be implemented, facility modifications may become advisable. It may be desirable to have more open instructional space, more variable small/large group instructional spaces, more individualization of the learning process, and other related modifications.

Since the Elementary School offers music, art, physical education and a library program, master facility planners will also have to consider updating these facilities for these instructional programs when the Elementary School is next modernized. Enrollments, class size, equipment needs, space requirements, etc., will all have to be reconsidered whenever funds become available to modernize this building.

The main emphasis of the academic program in the school is language arts, in particular English Language Arts, using the course of studies, Continuous Uniform Evaluation System (CUES) as a guide. CUES guides are being used for math and English at present, as are pilot CUES guides being used for reading and writing. Some teachers

seem to spend up to 70% to 80% of their class time on English Language Arts. Recommendations have been made by this consultant for the Elementary School to operate a bilingual-bicultural program in both the first and second languages of the Ganado pupils. Whenever the Ganado Elementary School is being scheduled for remodeling, a check will have to be made to verify the direction the bilingual-bicultural program has taken so that the impact that this program should have on the remodeling design can be best determined.

There is a high rate of turnover in this school. Facility planners need to diligently consider what might be done to school and residential facilities to stimulate lower turnover rates.

Although the Elementary School functions under the School Board philosophy presented earlier in this report, the Elementary School does not have a philosophy which is specific to that school, a philosophy which has been developed with balanced input from parents, Board members, administrators and faculty. After such a philosophy has been developed, educational facility planners should review it to determine what impact it should have on the ultimate remodeling (or relocation, expansion, etc.,) of the Elementary School.

The faculty of this school, including the aides, need an adequately sized and furnished lounge and professional library. If this cannot be developed in one of the existing classrooms, it should be added to the main building of the Elementary School.

Facility planners need to be particularly concerned about seeing what can be done to upgrade the learning environments in this school. Students need more hands-on activities, more project display facilities, more individualized learning opportunities, etc. Hopefully, between now and when further architectural/construction work is done on the Elementary School, the teachers of the school will have implemented, or be prepared to implement a set of newer, child-centered teaching strategies. Planners will have to watch for the degree that this change takes place. It has implications for larger and more diversified instructional facilities, for more equipment and for a different kind of a library.

The school grounds seem to be used only for highly informal play at the present, planners may want to suggest more grass cover--or other "soft" play surfaces. More formal and better grouped play areas may also be advisable.

The Elementary plant is crowded. As changes are made to the buildings, e.g., adding toilets, it will become more so. Hopefully, as the school grows, the facility planners will work with the Board and the Administration to reduce overcrowding, and concurrently to add to the Elementary School plant facilities for housing the music and physical education classes currently being taught in the old Intermediate School buildings.

THE INTERMEDIATE SCHOOL (Grades 4-6)

Setting Description

The intermediate unit at Ganado is housed in a new, attractive, well planned physical plant which includes a functional and well located learning materials center, administrative offices and several support personnel offices. The unit houses fifteen self-contained classrooms, five at each grade level, and each of the three classroom pods has an unused classroom available for special projects or other classroom related activities. The building is clean, well lighted and modern. It houses some 350 students and a staff of more than 25 comfortably and with a flexibility that allows both privacy and inter-classroom interaction between teachers and children. It is an excellent physical plant, and one which is being well utilized instructionally.

Observations

Nearly all of these observations took place during morning hours and during a period of time when reading instruction was taking place. Observed were directed reading instruction, individualized reading activities, remedial reading activities and art and construction activities which grew out of earlier reading assignments. This range of reading activities is suggestive of a diversified reading program and of the central role of reading in the school's program.

In the fifth and sixth grades, the reading program was handled by the classroom teacher within each teacher's own classroom. At the fourth grade level, a modified Joplin Plan was utilized in which one teacher taught a high group for all fourth graders, another taught a middle group for all fourth graders, etc.

During this reading block of time, some children went to the unit's learning materials center to work with one of two reading specialists or to work independently on the Hoffman programmed system.

In addition to observations of the various aspects of the reading program, observed were both the physical set up of the classrooms and the learning materials available for children to work with in each classroom. Generally, classrooms ranged from very traditional to very informal in their physical arrangement. In some rooms children were seated in rows or in other arrangements which accomplished the same as rows. In other rooms, desks were grouped together to encourage children's interaction and to promote group work.

In general, rooms were well provisioned with conventional textbooks and other related print materials. There was, however, a very decided

absence of nonprint instructional materials such as math and science manipulatives, globes, live animals, aquaria, etc. There likewise was a minimum of children's academic and creative work on display either in the classrooms or in the halls. There is adequate space available to add these nonprint materials.

The interactions which were observed between teachers and children were overwhelmingly positive in nature and supportive of the children. Personal discussions with teachers consistently revealed a positive and caring attitude toward the children and a sincere searching for the most productive ways to work with the children and to better understand their needs.

The Curriculum

Language Arts: There is a strong emphasis on reading, both at the classroom level and at the specialist level. A developmental textbook program, a remedial program and a programmed reading system all figure prominently in the reading program.

Arithmetic: Some calculators, some printed materials and a very few manipulative materials were in evidence in classrooms.

Social Studies: Nearly all materials observed for the social studies were of a printed, abstract nature. Few manipulatives such as maps, globes or models were observed. This year the social studies program will be conducted for 15 weeks, with the remaining weeks to be devoted to science and health.

Science: A new science curriculum is to be implemented this year throughout the intermediate unit. Materials have been purchased and are available for use following the completion of the social studies period.

Specialties: The unit is fortunate in having specialties in art, music, and physical education. The unit also has the services of a nurse, a counselor and a special education teacher. These special area teachers work directly with the children and, in some instances, in the classrooms with the classroom teachers.

Summative Comments

There are a number of obvious limitations inherent in observations that are brief and necessarily narrow in scope. These limitations are acknowledged, and it is hoped that the comments which follow are both useful and valid.

The school has a dedicated and well trained staff. Interactions which were observed between teachers and children were positive, professionally informed and caring. Teachers and aides were active, well prepared and emotionally supportive in their interactions. Discussions with teachers and the principal revealed that they were aware of both their successes and their failures with children, and that they were positive and non-defensive in their discussions of these events. In general, there exists a positive and realistic work climate which should enable people to work together to solve common problems.

The physical environments in the classrooms, with a few exceptions, are not sufficiently stimulating for the children. There is a lack of display of children's creative and academic work and a lack of manipulative instructional materials available for children's use. These two conditions result in lower motivation for children and an excessive reliance on abstract, symbolic instructional materials. The posting of children's creative and academic work provides strong motivation for children to be involved in the ongoing work of the classroom, and the presence of manipulative learning materials provides alternatives to abstract verbal learning. Facility modifications are not required.

A somewhat related observation is that there is very little in the classrooms to indicate that the children who go to school there live in the Ganado area. There is little of the ongoing life of the community that is reflected in the classrooms.

There appears to be an imbalance in the curriculum. For example, reading instruction is carried on for an hour and a half each day. Is there an equal emphasis on the other language arts, such as listening, writing and speaking? Also, one element of the language arts program which was not observed is a native language maintenance program. Presently, science is not being taught at all. Since children learn in integrated, holistic ways, the practice of excluding certain subjects and/or of emphasizing too strongly certain others, is one that should be examined. Relatedly, there is presently no written curriculum guide for the unit. The absence of such a document makes it much more difficult to adhere to a balanced school program.

The learning material center is certainly the potential instructional hub of the school. It presently has the beginnings of a good collection of printed materials, and it has the potential to house collections of nonprint instructional materials as well.

Facility Recommendations

None of the programmatic shortcomings mentioned above require any building modifications, but the School Board and the Administration

need to find the funds which are needed to complete the construction of the new Intermediate building. The school needs the multipurpose room, stage, physical education and food service facilities which were included in the pod which remains to be constructed on the south end of the present building, but which were not constructed due to a shortage of capital outlay funds. The program activities which would ordinarily be housed in this pod are now being temporarily housed in the old Intermediate School buildings; and, food is being served to the Intermediate School children from the Elementary School kitchen (it is trucked to Intermediate School classrooms).

JUNIOR HIGH SCHOOL

Setting

The Junior High School operates in a combination of facilities. Most of the non-specialized educational activities are conducted in facilities located in the permanent Junior High School building, while many of the more specialized educational activities are conducted in temporary facilities located in portable/modulars on the Junior High School site, in specialized facilities in the Senior High School (e.g., library-media center) and in the old Intermediate School building. The recent movement of the ninth grade from the Junior High School to the Senior High School considerably reduced the enrollment of the Junior High, and thereby also reduced the need for Junior High students to be housed outside of the Junior High Plant. In part, this relocation of the ninth grade filled the High School to over capacity and four Junior High classrooms are now used on a full time basis by the High School.

The basic facility problems of the Junior High School are that it does not have a complete set of facilities and the plant has been built on a very small portion of the campus.

Resulting from these site and facility problems, are a number of programmatic problems. One of these is related to the premise that one major reason for creating junior high schools is to separate the younger secondary students from the older.

This simply is not working at Ganado. Junior High School students must be in frequent contact with the older Senior High School students. Joint use of buses and facilities, as well as joint attendance at athletic contests brings the two age groups together during too much of the school day.

The shortage of facilities is indicative of another problem, namely the program must be limited. More courses need to be offered (e.g., pre-vocational), more student activities need to be sponsored, and there needs to be greater opportunity for independent learning.

The manner in which the junior high facilities are scattered and not structurally or mechanically connected also creates a major communication problem, a problem adversely affecting the performance of the administration, faculty, staffs, and students.

When master planners begin to plan for the secondary school facility, they will need to know what the School Board wants to do about

the Junior High School. Since the Junior and Senior Highs share so many facilities, would it be better to have a grade 7-12 secondary school? Should the Junior High be located elsewhere to further separate the younger and older secondary children, and to provide the Junior High School with a more adequate site? (This would make the present Junior High facilities--at least the permanent building--available for expansion of the Senior High.) Or, should the schools continue to be operated where they are? There are many other related questions needing attention.

Curriculum

A number of documents describe the ongoing educational programs of Ganado Junior High School. Combined, these documents contain more pages than this report, and hence, they are being incorporated in this report by reference. When a master planning consultant has been commissioned, the Ganado Public School's chief administrator should be sure to furnish the consultant with current-year copies of these documents. The documents are:

1) The "Junior High Course of Study", adopted by the School Board on May 31, 1979.

2) The "Ganado Junior High School 1979-80 Master Schedule", a chart listing teachers, class-time periods, courses taught (on an hour-by-hour basis).

3) The Ganado Public School's list of 7th and 8th Grade Requirements and Electives.

4) The Ganado Public School's Federal and Title program descriptions for current year Junior High programs.

5) The Ganado Junior High School "Guidance Program Handbook" (undated).

6) Other Ganado Junior High School program descriptions which may not have been identified for this study, or which may be developed after the study has been reported.

Overall, it can be said that the curriculum offered by the Ganado Junior High School is quite similar to traditional U.S. junior high programs. At Ganado there may be some added emphasis on reading, but not to a degree which seems to have any facilities related impact; this could change, however, if more of the academic program was converted to individualized learning methodologies.

The courses, both required and elective, which are offered in the Ganado Junior High School are listed below:

A. Required Courses

1. Math Department
2. Communications Department
   a. English (7)
   b. Special English
   c. English (8)
   d. Reading
3. Science Department
   a. Life Science (7)
   b. Earth Science (8)
4. Social Studies Department
   a. United States and World Geography (7)
   b. American History

B. Elective Courses

1. Elective Department
   a. Art Education
   b. Home Economics
   c. Typing
   d. Building Trades
   e. Music Education
   f. Physical Education

Each of these courses is described in the 1979 edition of the "Junior High Course of Study"; the extent to which each course if described ranges considerably (see examples appended, Appendices A and B). Since this document was published, the school seems to be demonstrating added concern for special education and bilingual education -- planners will need to further verify the impact that these two program areas should have on instructional facilities.

Both the Junior High principal and the Senior High principal are new to their positions. This may have implications for the educational programs offered by their respective schools. At the Junior High level however, nothing has been instituted by the new principal which would indicate that any immediate change in program is contemplated. It would appear more that the new administrator is attempting to implement and refine the program which she inherited. The principal's goals for the Junior High are enunciated in the above listed "Junior High Course of Study", and are listed below so that planners can better understand the new principal's directions:

1) To provide the Junior High School staff and students with sound educational and administrative leadership.

2) To coordinate all school functions and activities in order to create an equally sound educational environment for all students regardless of sex, race, color, creed, or national origin.

3) To refine curriculum and instruction at the Junior High.

4) To refine student activities.

5) To refine the counseling program.

6) To refine the process of parent involvement.

7) To comply with state and federal rules and regulations.

Likewise, the goals of the Junior High instructional program for 79-80 are listed in the Board approved May 31, 1979, "Junior High Course of Study". The school's goals for the school activities program, the counseling program, parent involvement plans and federal and state program are listed in the same document. Master planners should review these goals prior to doing Junior High facility master planning. One set of these goals is listed below so that the facility master planners may see the scope and nature of the implications which these goals contain:

CURRICULUM AND INSTRUCTION GOALS

1979-80

1) To maintain and refine 1978-79 programs, except tutoring.
2) To establish a program whereby all students will have an opportunity to improve their reading skills.
3) To establish a bilingual/bicultural program.
4) To evaluate curriculum and materials in terms of cultural acceptability.
5) To develop an inservice plan that will meet the needs of the teachers in terms of student needs.

1978-79

1) To reorganize the Junior High curriculum so that all students, regardless of teacher, would be taught and evaluated on the same minimum goals and objectives.
2) To refine the Junior High goals and objectives as presented in the individual subject area and district CUES program.
3) To assist all teachers in planning and implementing a CUES program.
4) To insure that each content area places an emphasis on reading skill development and comprehension.
5) To identify and place students who are deficient in reading.
6) To reassign elective teachers into major content areas, thereby reducing class size to insure that every student needing remedial reading is identified.
7) To establish a tutoring program.
8) To assist teachers in focusing on individual academic and social needs of their students.
9) To evaluate the academic success of the Junior High program and design a plan of action for correcting deficiencies.
10) To establish and evaluate the potential effectiveness of an ESL program at the Junior High.
11) To disseminate information on pupil achievement to the district office personnel and the building principals so that all students could benefit from the process of school improvements.
12) To cooperate with other district school buildings in development of a uniform district curriculum.

This same document, "The Junior High Course of Study", contains the results of a Junior High "Student Home Questionnaire" concerning student needs and desires. These results should also be examined by the district's master planners; they have implications for facility master planning.

Athletic Program

The athletic program at the Junior High School has several problems. One is the lack of finances and the high cost of boys' football. Consideration should be given to introducing soccer, (an inexpensive sport), and phasing out the competitive football program. Touch football could be played at an intramural level with more participation, no travel, less injuries and lower cost.

Other sports that are offered include fall volleyball for the girls and boys, and girls' cross country track. The winter sports include boys' and girls' basketball, and boys' wrestling. The spring has boys' track and baseball, and girls' softball and track. Ninety students participate in sports.

One grave concern is the early playing times of athletic contests for the Junior High students. Games and meets are scheduled for 1:30 p.m. on most Tuesdays and Thursdays, beginning in mid-September and continuing throughout the year. This early playing time causes teams to leave classes in the morning to have time to travel the distance to "away" games. If the game is played at home, it still means missing afternoon classes. Students are missing valuable class time to meet this athletic schedule. The principals and superintendent of all the schools need to consider making some immediate decisions in changing the present playing times, weekdays to Saturdays, or implementing an extensive intramural program that, if run correctly, can have the same cardiovascular, participatory and competitive effect for students as an athletic program.

The Junior High School has adopted the policy that a student must pass seven of the seven subjects taken or be ineligible to participate in school activities for a nine-week period. This policy should be evaluated to see the percentage of students who are declared ineligible. If the percentage is high, this might be a good indication that more time must be spent in the school and less time traveling to athletic contests.

Physical Education and Health

The Junior High School requires physical education for both grades 7 and 8. However, the student population is too large a group for one

instructor. An additional staff member could ease the burden and allow for more innovative approaches to teaching and to class offerings. The Junior High School has no health program. At least one period a week might be set aside as a health day. During this period, medical personnel, dentists, police and fire personnel, CPR instructors, or other members of the surrounding community could be asked to donate time to lecture, demonstrate and discuss current health problems and practices with the students.

THE SENIOR HIGH SCHOOL

Setting

The Senior High School physical plant is a more complete facility than is the Junior High School, but the facility has not yet been completed and therefore, the Senior High educational program also uses facilities located in other Ganado schools. This combination of facilities used by the Senior High School includes the permanent high school buildings, the permanent gym building and more temporary quarters in the old Intermediate School and in the portables and modular structures which have been placed just to the west of the main high school building; the Senior High School also uses four class rooms in the Junior High. Numerous instructional spaces are located in the remotely located vocational center. In addition, the Senior High shares all of its outdoor facilities with the Junior High.

Prior to the completion of the comprehensive long-range facilities master plan, the Ganado School Board will need to establish some goals concerning the degree to which the Junior High and Senior High programs are to continue to be integrated or separated. Master planners will need to know which facilities are to be jointly utilized and which are to be independently utilized.

Just as is the case in the Junior High School, the educational program of the Senior High School suffers because the physical plant has never been completed, and because so much of the program is housed in temporary and widely scattered facilities. The program suffers in a number of important ways. The temporary nature of many of the facilities has several implications, e.g., instructional spaces are generally too small, inadequately heated or cooled, lacking equipment, or improperly located. The distribution pattern for temporary facilities greatly complicates trying to have effective communications among the administration, faculty, students and parents.

And the very fact that some facilities are missing altogether means that programs such as music and dance are either not conducted at all or conducted under the most tenuous and strenuous of conditions, i.e., in gyms and multipurpose rooms which must also be used for non-associated activities.

Prior to getting very far into the campus master planning project, the Ganado District will need to develop its "ideal" short and long-range educational programs so that master lists can be developed detailing the scope and nature of all of the facilities which will be incorporated in the high school plant in the near and long-range future.

Curriculum

A number of documents describe the ongoing educational program of the Ganado High School. Combined, these documents are too voluminous to include in this report and, hence, they are being incorporated in this report by reference. When a master planning consultant has been commissioned, the Ganado Public Schools' administration should be sure to furnish the consultant with current-year copies of these and other pertinent program describing documents. As a beginning list, these documents are:

1. The "1979 Senior High Class Schedule", a chart listing teachers, courses and class periods.

2. The Ganado High School "Description of Courses", last published in 1977-78.

3. The Arizona Department of Education Division of Career and Vocational Education document titled, "Vocational Education Assessment, Ganado High School" (March 7-9, 1978).

4. "Teacher Handbook, School Year 1979-80"; for the Ganado Public Schools.

5. The School District's most recent set of North Central Association "Self-Evaluation" Documents (25).

6. The North Central Association "Reevaluation Report" (October 30-31, Novmeber 1, 1978).

7. The Steering Committee developed "Action Schedule", the District's ongoing response to the NCA Reevaluation Report.

8. The Ganado High School "Activity Fund List" (8/15/79), and the Ganado High School 1979-1980 "Group and Class Sponsor List"; A composite of these two lists should provide planners with a complete list of all of the non-athletic student activities engaged in by Senior High School students.

9. The Ganado Public Schools Federal and Title program descriptions for current year Senior High programs.

Overall, the Senior High School curriculum can be categorized as a rather traditional program, both in terms of subject matter and teaching methodology. Facility planners will need to include in their space allocations more space per instructional area than is currently allocated to most of the instructional spaces; this added space will increase the amount of flexibility which future faculty members will have in selecting teaching and learning methodology--small class rooms tend to cause teachers to resort to the "me talk, you listen" lecture method, probably the worst of all teaching methods which could be used in a bilingual, native American community.

In response to the recent North Central Self-Evaluation and Reevaluation the District is engaged in a positive action program, a program designed to improve the Ganado Public Schools in accordance with many recommendations made during the evaluations. A Steering Committee has been appointed to identify the problem areas and to work with the administration and the high school in improving the school's curriculum; these problem areas have been identified by the Steering Committee and should be reviewed by facility mastering planners since many of them have facility related implications.

The courses and other programs which are currently taught at the Ganado Senior High School are:

a. Mathematics Courses

Algebra I
Algebra II
Geometry
General Math

b. Science Courses

Earth Science
General Science
Biology I
Biology II
Chemistry
Physics

c. Physical Courses

Health
General Physical Education
Advanced Physical Education
Physical Education Alternative Class
Drivers' Education

d. Music Courses

Beginning Band
Advanced Band

e. Social Studies Courses

American Government I
American Government II
American History I
American History II
Living in Today's World
World Geography
Free Enterprise
Practical Law

f. English (including Journalism and Languages) Courses

English I
English II
English III
English IV
Speech
American Literature
Practical English
Newspaper
Year Book
Survival English
Novel
Spanish I

g. Vocational Education Courses

Exploratory
Reading
Welding I
Welding II
Auto Mechanics I
Auto Mechanics II
Vocational Agriculture I
Vocational Agriculture II
Building I
Building II
Drafting
Child Care

Single Survival
Foods Meal Management
Sewing
Business Communication
Typing I-A
Typing I-B
Typing II
Shorthand I
Shorthand II
Accounting I
Accounting II
Business Mathematics
Model Office
Clerical Office Practice
General Business

h. Other

Special Education
Reading
Arts & Crafts
3-Dimensional Art
Silversmithing
Drawing
Painting

When the Ganado Public Schools proceeds to have its master facility plan completed, planners will need to verify that the courses are going to continue to be taught, and through needs assessment and educational planning techniques determine what additional subject matter is likely to be taught. Likely to be added are more courses in humanities (e.g., drama, choral music, and speech), vocational (graphics and electronics) and other areas.

Athletic Program

The athletic program at Ganado High School seems to be adequate for both boys and girls in the 9th through 12th grades. The fall season includes boys' football and cross country at the varsity and junior varsity levels. The girls compete in varsity and junior varsity volleyball and cross country. The winter season is comprised of varsity and junior varsity basketball for both boys and girls including a boys' wrestling team and a coed rifle team. The spring season covers boys' baseball, and track for both boys and girls.

Some consideration should be given to the feasibility of having a rifle team which has a high cost operation with little student participation. Soccer, a relatively inexpensive sport might be added since

more students could benefit from the cardiovascular activity; many schools throughout the country have started coeducational soccer teams. Another consideration is field hockey as an addition to the girls' fall sports program and softball for the spring. The school also fields cheerleading squads for their teams.

The total athletic program draws from a large number of the 550 student population. One report suggested that over 300 students participated in some aspect of the athletic program.

Physical Education and Health

The Senior High School program is in need of a workable set of physical education and health goals and objectives. At the present time, a student is required (during grade 9) to take one semester of physical education and one semester of health. There is no intramural program. After the first year, no physical education or health is required; however, there are three advanced classes in physical education.

The program in physical education deals mainly with team sports with little emphasis being placed on leisure time activities. Gymnastic and archery equipment was in storage. Part of the problem stems from overcrowding of classes, lack of well planned facilities, poor maintenance, lack of equipment for physical education and lack of teachers. It is suggested that a team teaching situation be set up to devote four-week units, or mini-units, to emphasize activities such as tennis (there is a need for 4 additional courts), badminton, archery, tumbling, jogging, backpacking and even Ganado Lake could be used for units in fishing, canoeing and winter ice skating. The program needs to be expanded for the students. With long bus rides and hours of academic classes, students in this age group need wholesome physical activities.

To upgrade the health program, consideration should be given to employing a full-time health educator. There is need for expansion of the health program through at least grade 10. Classes such as personal hygiene could be offered the first year, with a second year combination of school and community health.

Other Program Components

Future facility master planners should also know that the administrative (housed in the permanent high school structures) and counseling programs of the Junior High School are quite typical in organizational structure and in service responsibilities. These staffs consist of a

principal, secretary to the principal, bookkeeper, guidance counselor and secretary to the counselor. Each has an office work area--overall, the space appears to be much too limited for an effective program.

The guidance program offices are now in a temporary unit located on the south side of the gym building. The Career Development Project, alternative high school program, and the Career and Vocational Education Specialist are also to be housed in this temporary building.

The library-media program is extensive for the limited facility in which both the Junior High School and the Senior High School programs must be offered. This program--and related facilities and personnel--need to be greatly expanded.

CONCLUSION

Ganado Senior High School offers a wide range of courses in a rather traditional instructional program. The combination of high rates of personnel turnover, inadequate facilities and widely scattered facilities contributes significantly to communication difficulties and thereby impacts the satisfactory operation of the instructional program. Shortages of planning and of capital outlay funds have forced the School District into housing much of the Senior High School program in less than satisfactory arrangements. The total lack of certain instructional facilities means that some courses which should be offered are not. The School District has been trying to increase the achievement performances of its high school graduates through a number of measures, especially through expanded and intensified reading and guidance programs. A much more comprehensive effort needs to be made toward improving the bilingual and bicultural programs of the District, and as the school system continues to grow and improve, it is highly probable that the Navajo language and the Navajo culture should be much more broadly incorporated into all of the schools of the District, including the Senior High School.

It would be wise for the Ganado School District to begin to develop its facilities master plan and to concurrently commit itself to a number of educational program decisions. In the past, the District has added programs in a rather indiscriminate pattern, a pattern which has been more based on categorical aid available, than a pattern based upon a comprehensive long-range master plan. Facility and program decisions appear to have been made more on terms of short-range than long-range priority. Maybe this is the best that can be hoped for when the District is continually short of funds. But the consultant believes that the District would make better and more complete managerial decisions, both short and long-range, if it forced itself to go through the comprehensive planning process, a process which would set both short and long-range program facility goals.

Because the costs which will be associated with developing complete permanent facilities for the four Ganado schools will be much more than the funds which could be secured locally, or from the state, the Ganado District should probably develop two alternative master facility plans. One of these plans would be for developing the campus using only local and state funds, and the other would be for developing the campus with local and state plus federal funds.

APPENDICES

APPENDIX A

MATH DEPARTMENT

The Mathematics program at Ganado Junior High is an essential content area that each student is expected to become proficient in. The program follows the guidelines established by the District C.U.E.S. Mathematics component and are too vast to be included here. However, each student is expected to become proficient in the following areas:

1. Numeration: counts, identifies, writes, sequences, rounds, and understands numbers and numerals;

2. Basic Skills: adds, subtracts, divides, and multiplies numbers, fractions, percentages, decimals, and integers;

3. Geometry: names, identifies, draws, distinguishes, labels, and computes shapes, figures and common geometric concepts;

4. Measurement: identifies, uses, writes, recognizes, tells, finds, and measures common standards of measure; and

5. Application: identifies, reads, averages, solves, constructs and completes patterns, word problems, and sequences.

In addition, each student shall demonstrate at least a sixth grade competency in computational skills, as determined by the local district.

Revised: May 1979

APPENDIX B

Seventh Grade English

Subject Description

In Seventh grade English, the students study several areas of writing, listening, reading, and speaking. They continuously re-examine handwriting, proofreading and spelling. Throughout the year they make unit studies of capitalization, punctuation, sentence structure, paragraph form, library and dictionary skills, communication and practical skills, creative writing, and American Indian literature. Since many of these units overlap, the student will be exposed to a positive blending of fundamental seventh grade English skills.

Goals

1. To assist students in developing confidence in their individual abilities to communicate with others, utilizing writing, speaking, listening and reading skills.

2. To assist students in developing a sense of appreciation of their own creative talents, potentials, and ideas and those of others.

3. To encourage the students to seek and gain knowledge by reading.

4. To present reading as a pleasurable pastime.

5. To demonstrate the equal importance of reading in all content areas, as in all facets of life.

Outline of Year's Activities

First Quarter:

1) Dictionary Skills
2) Library Skills
3) Word Usage: prefixes, suffixes, antonyms, synonyms, homonyms
4) Nouns
5) Plurals
6) Possessives
7) Subject and Predicate
8) Verbs: Action-physical & mental
   Helping
   Linking
9) Supplemental reading: Open Highways, Scope
10) Various writing assignments

Second Quarter:

1) Verbs - continued work
2) More sentence work
3) Pronouns
4) Objects
5) Compound & simple sentences
6) Adjectives
7) Adverbs
8) Prepositions & prep. phrase
9) Various writing assignments
10) Reading assignments
11) Christmas literature: poems, plays, stories

Third Quarter:

1) Sentence fragments, run-ons, and other incorrect type of sentences.
2) Verb tenses & forms
3) Subject - verb agreement
4) Review of pronouns
5) Review of adjectives & adverbs
6) Capitalization
7) Writing assignments
8) Reading assignments
9) Beginning work on paragraph form
10) American Indian literature

Fourth Quarter:

1) Proofreading
2) Punctuation
3) Some note taking & outlining skills
4) Book Reports
5) Simple research skills
6) Creative writing
7) Drama
8) Poetry
9) Writing assignments
10) Reading assignments
11) Letter writing: business & social

Seventh Grade English

Behavioral Objectives

1.H	The student will maintain legibility in both cursive and manuscript handwriting.
2.CAP	The student will capitalize correctly the first word in a sentence.
3.CAP	The student will capitalize correctly names and titles.
4.CAP	The student will capitalize names of places correctly.
5.CAP	The student will capitalize correctly the pronoun "I".
6.CAP	The student will capitalize correctly the names of days, months, and holidays.
7.P	The student will punctuate correctly using end marks.
8.P	The student will punctuate correctly using apostrophes.
9.P	The student will punctuate correctly using quotation marks.
10.P	The student will punctuate correctly using commas.
11.P	The student will punctuate using periods in initials and abbreviations correctly.
12.SS	The student will correctly write simple sentences.
13.SS	The student will correctly write compound sentences.
14.CO	The student will write a paragraph in the correct form including a topic sentence, two or more related sentences, and an appropriate concluding sentence.
15.S	The student will correctly spell words appropriate for their grade level.
16.CO	The students will proofread their assignments for mistakes in spelling, punctuation, grammar, capitalization, and clarity of meaning and will make the proper corrections.

17.SS The students will correctly use nouns.

18.SS The student will correctly identify nouns as being plural or singular, and will make nouns either plural or singular.

19.SS The student will correctly identify possessive words and make words possessive.

20.SS The student will correctly identify the following kinds of verbs: a) action-physical, mental
b) helping
c) linking

E7-21.SS The student will use verbs in their present, past, and future tenses and correctly recognize and identify such verbs.

E7-22.SS The student will correctly use and identify adjectives.

E7-23.SS The student will correctly use and identify adverbs.

E7-24.SS The student will correctly use and identify pronouns.

E7-25.SS The student will correctly use and identify prepositions and prepositional phrases.

E7-26.SS The student will correctly use and identify conjunctions.

E7-27.SS The student will correctly use and identify interjections.

E7-28.CO The student will demonstrate communication skills in writing friendly letters in the correct form and addressing envelopes appropriately.

E7-29.CO The student will demonstrate communication skills in writing business letters and addressing appropriate envelopes in the correct form.

E7-30.PS The student will demonstrate skill in correctly filling out forms and applications.

E7-31.PS The student will demonstrate skills in following directions appropriate to the grade and age level.

Career Education

I-JH-A The student will understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

I-JH-E The student will understand that he has responsibilities to himself and others.

II-JH-D The student will recognize that learning is continuous, occurring in and outside of school.

V-JH-A The student will understand that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement a course of action.

VII-JH-A The student will recognize the implications of working with and without supervision, independently and with others.

VIII-JH-B The student will understand the role of leisure and the arts in achieving self-satisfaction.

Reading

E7-01-R Given a selected paragraph, the student will write down the main idea of that paragraph.

E7-02-R Given a selected article, the student will answer thought-provoking questions about the article.

E7-03-R Given a list of things a person does, the student will describe what that person is like.

E7-04-R Given a main idea of topic sentence for a paragraph, the student will write at least three supporting ideas.

E7-05-R Given a selected movie review from a magazine or newspaper, the student will compile 2 lists: one of the facts in the article, and one of the author's opinion.

E7-06-R Given a list of events, the student will number them as they should appear in a logical paragraph.

E7-07-R Given a set of written and verbal directions, the student will follow them correctly in a reasonable length of line. (See English Objective #31).

E7-08-R Given a specific item of information, the student will indicate the correct reference material to use to gain this information.